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ABSTRACT

This report describes how a comprehensive youth crime prevention program minimized risk factors and fostered resilience among youth involved with the juvenile justice system. It draws lessons from the implementation of the Teens, Crime, and the Community (TCC) curriculum in several juvenile justice sites that conducted the program in connection with its sponsors, the National Crime Prevention Council and the National Institute for Citizen Education in the Law. TCC consists of a curriculum unit and action projects for young participants. Since 1985, the program has reached more than 400,000 youth in more than 500 schools across 40 states. In five juvenile justice settings, evaluation showed that TCC effectively met the needs of youth, institutions, and communities. In addition, the report provides a basic road map for the implementation of TCC in juvenile justice situations. At the heart of TCC's juvenile justice initiative is the belief that adjudicated youth, even more than others, need the kind of opportunities the program offers. A chart describes the different ways in which TCC might be implemented in different types of settings. Appendixes present the program table of contents and a list of juvenile justice action projects. (Contains one chart.) (SLD)

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# TEENS, CRIME, AND THE COMMUNITY AND ADJUDICATED YOUTH

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# TEENS, CRIME, AND THE COMMUNITY AND ADJUDICATED YOUTH

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# PREFACE

The report *Teens, Crime, and the Community and Adjudicated Youth* describes how a comprehensive youth crime prevention program minimized risk factors and fostered resiliency among youth involved with the juvenile justice system. It draws lessons from the implementation of Teens, Crime, and the Community (TCC) in several juvenile justice sites which conducted the program in connection with the national partners (National Crime Prevention Council and National Institute for Citizen Education in the Law). The U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention provided funding.

In five settings, TCC effectively met the needs of youth, institutions, and communities. This monograph reviews the history, shares results from evaluations of TCC in these settings, and explains how these results were achieved. In addition, it provides the reader a basic road map for possible implementation of TCC in juvenile justice settings. Examples appear throughout the text of ways in which the program was adapted in different settings.

# THE TRIPLE CHALLENGE

Juvenile justice care providers are charged with three competing and often conflicting tasks: protect the public, satisfy due process, and rehabilitate the offender. In each case, the needs are both legitimate and pressing.

## Youth Crime

Communities do need protection. In urban, suburban, and rural areas, citizens feel threatened by crime and fear for the well-being of their families. Violence involving youth—as both victims and perpetrators—is often the number one issue on the public agenda. While the problems are not new, there are good reasons for heightened concern. Homicide has become the leading cause of death for young African American males and females, and a growing threat to all teens. The lethality of violence involving young people has escalated in the last decade. Children witness severe violence at ever-younger ages.

## The State of Juvenile Justice

Our juvenile justice system suffers from dwindling resources and diverse challenges. A recent Justice Department study indicates that most incarcerated juveniles are held in overcrowded, substandard facilities where they receive inadequate care.[1] Certain basic services in addition to food and shelter—security, education, and rehabilitation—must be provided, regardless of budget and personnel constraints. Faced with the ever-increasing demands of managing such facilities, administrators question how, with too few resources, they can be effective in carrying out the court's intention.

*Sixty percent of the children who have gone through the juvenile justice system end up either in county jails or state prisons. One could argue that the system has failed. A new approach is desperately needed.*

**A State Commissioner of Corrections**

## Meeting the Needs of Adjudicated Youth

Most administrators would agree that accomplishing all three tasks is difficult; performing well in all three areas is nearly impossible. Although the need for an appropriately secure setting is paramount, educating and rehabilitating youth must also be priorities if we hope to reclaim them. This desire to reclaim youth has spurred a variety of innovations.

Among them are juvenile jails, in-home care, foster care, group homes, community-based corrections, and tracking strategies. All of these efforts signal a growing recognition that, as one self-proclaimed grizzled veteran in corrections put it, "There **is** a better way to do things."

## Policy Directions and Priorities

In the policy arena at local, state, and national levels, there are three major movements of great interest to those working with at-risk youth—accountability, prevention, and community building. Corpus Christi, Texas, recently developed a comprehensive crime prevention plan that provided, among other things, for a juvenile intermediate sanction facility (a sanction that is less severe than incarceration but more severe than probation). In Nebraska, members of a state-wide initiative for preventing youth violence, Project Pulling America's Communities Together, decided to provide a broader continuum of care for adjudicated youth as well as diversion and youth advocacy programs and programs that increase family involvement in the juvenile justice system. At the national level, a number of agencies recently initiated youth crime prevention initiatives, which include efforts of the U.S. Department of Housing and Urban Development's Office of Drug-Free Neighborhoods, the U.S. Centers for Disease Controls' publication *The Prevention of Youth Violence: A Framework for Community Action*, and the National Service Corps' emphasis on addressing public safety issues.

*Personally, I believe that any proactive, preventive measure will be more effective than a traditional reactive approach.*
**Randy McQuade, Juvenile Justice Care Provider**

Similarly, the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention's Fiscal 1994 comprehensive strategy for serious, violent, and chronic juvenile offenders has six goals:

- Strengthen families.
- Support core social institutions.
- Promote prevention strategies and programs.
- Intervene immediately and effectively when delinquent behavior occurs.
- Identify and control the small percentage of serious, violent, and chronic juvenile offenders.

## Minimizing Risk and Fostering Resilience

These efforts share the conviction that positive opportunities for youth development, prevention, and early intervention are crucial to creating functional, healthy communities. Most experts would agree that certain

groups of young people are more likely than their counterparts to engage in delinquency, substance abuse, or other anti-social or self-destructive behaviors.

"High-risk" refers to aspects of a child's psychological makeup, family and peer dynamics, and general environment associated with increased likelihood of delinquent behavior. University of Washington researcher David Hawkins identified ten major risk factors; these include:

- alienation from and lack of bonding to family, school, and community;
- early, frequent anti-social behavior;
- family history of high-risk behavior;
- poor family management practices;
- family conflict;
- economic and social deprivation;
- school failure;
- low commitment to education;
- association with delinquent peers; and
- community disorganization (includes little attachment to neighborhood, high crime, low surveillance, and availability of drugs and alcohol).

Not all youth who exhibit these behaviors engage in negative activity, however, these factors do indicate signs that should give rise to concern.

There are also factors that can reduce a child's risk of delinquent behavior. To reduce juvenile crime, we must investigate with equal ardor why youth in circumstances similar to those of "high-risk" youth have healthy and constructive behaviors.

Bonnie Benard, Prevention Specialist for the Western Center for Drug-Free Schools and Communities at Far West Laboratory for Educational Research and Development, conducted a review of literature on what makes children resilient and identified the following characteristics:

**Social competence**

- responsiveness to others
- conceptual and intellectual flexibility
- caring for others
- good communication skills
- sense of humor

**Problem-solving skills that include**

- application of abstract thinking (understanding rules and laws)
- engagement in reflective thought
- critical reasoning skills
- development of alternative solutions in frustrating situations (calculation of cause, effect, and consequences of actions)

**Sense of autonomy**

- positive sense of independence
- emerging feelings of self-worth
- high self-esteem
- impulse control
- planning and goal setting
- belief in future (that things will work out) and a sense that they understand why things happen as they do

These factors reflect the psychological makeup of the resilient child as well as characteristics of their social interactions with peers or adults. Programs that emphasize skill-building in these areas would contribute greatly to positive youth development and delinquency prevention.

One such program is Teens, Crime, and the Community (TCC). Teens, Crime, and the Community combines classroom lessons with opportunities to work in the school or community to actually reduce or eliminate a specific crime problem. The thesis is simple: if youth can understand crime's effects and costs, they can take responsible action against crime. TCC's successes are directly linked to the development of resiliency. Two formal evaluations (SPEC Associates 1992; Buzzell 1994) indicate that TCC can enhance adolescent resiliency in a number of ways. Anecdotal information provided by teachers confirms that TCC fosters social competencies, teaches problem-solving skills, and enhances adolescents' sense of autonomy.

Youth develop important social interaction skills by participating in TCC. In conflict management lessons, for example, they learn to be more attentive listeners. When TCC's conflict management material was piloted at the Iowa State Boys Training School, staff noted important changes at the school. Residents readily incorporated new listening skills into daily interactions in their cottages. In addition, staff observed that the students frequently applied the lesson on managing anger to a variety of social situations in the facility. Staff noted similar results when these lessons were used with youth in a diversion program.[1]

*When this program began, we were uncertain what the reaction might be because other educational programs had failed (on AIDS awareness, substance abuse, etc.). But after the first week, the group opened up to the point that even the "coolest" kid (one with a long history of violent assault) became one of the most active participants. One kid commented, "I enjoy learning about other people and what they have to say. And next time, I'll think before I act."*

**John Mattson,**
**TCC Facilitator,**
**Juvenile Justice Setting**

TCC gives youth opportunities to build competency in problem-solving with its emphasis on developing alternative solutions to a variety of situations. It is well documented that some high-risk youth are more apt to attack a person than tackle a problem—for example, if two youths share an interest in the same girl, the high-risk youth may confront his rival rather than work harder to make a favorable impression. In a review of TCC projects in juvenile justice settings, SPEC Associates (1992) concluded that student role-plays of various decisionmaking scenarios acquainted them with thinking skills that went beyond the either-or reasoning common among high-risk youth. By leading students through the process of debate and decisionmaking, TCC teaches them to construct alternative solutions to problems.

*I use TCC lessons and activities with my at-risk seniors in an employability skills program. Many respond very positively to community service and the positive self-image they get from participating in these activities.*

**Teri Johnson Waldorf, Teacher**

As part of the TCC introduction to the criminal and juvenile justice systems, students can participate in a sentencing simulation. They play the roles of judge, corrections officer, and victim. The corrections officer must advise the judge on possible sentencing options.

**Justice Resource Institute Evaluation Unit** *(JRI) is an evaluation and assessment center for serious juvenile delinquents in the Boston area.*

The program serves male delinquents ages 13 to 17, approximately 65% of whom are minorities. Most have long histories of delinquency or have committed heinous crimes. TCC was integrated into language arts, group counseling, and vocational education. Participants included gifted, high-risk, school dropouts, special education, minority, low-income, suburban, and bilingual youth. In class, youth read or were read to from the text, then discussed issues and wrote essays related to the topic. Youth also learned through videos and presentations from resource people including attorneys, sports figures, and community volunteers. The high turnover and security requirements precluded the ability of youth to leave the site for community projects so projects were conducted on-site during vocational classes. Youth produced toys and gifts such as key chains, jewelry boxes, and doll houses for abused, neglected, and abandoned children. Other projects included a videotape about TCC and a program for at-risk middle-school youth in which residents talked about the dangers of crime. TCC was instrumental in building empathy skills and building self-esteem among participants. Staff felt that TCC was a positive experience that connected youth to their communities in meaningful ways. The projects reportedly helped youth with atonement by allowing them to acknowledge their guilt and make amends. TCC was seen as motivational for all staff playing a role in the program. Youth counselors claimed it made their jobs more exciting.

He or she develops a set of options for the court to consider and provides a rationale for each. The student playing the judge must consider the recommendations from the corrections officer and develop a rationale for the sentences chosen. The student playing the role of victim writes a victim impact statement for the judge to consider, advocating a sentence he or she believes is just. Students in this exercise come to appreciate the varied options and outcomes inherent in a situation and understand how alternatives must be weighed in the sentencing process. This exercise also leads youth to consider those they have hurt and victims in general.

TCC provides youth with many opportunities to develop a positive sense of autonomy—and perhaps even to enhance feelings of self-esteem, personal empowerment, and responsibility for others, particularly by teaching the importance of goal-setting and impulse control. A cornerstone of the program is the community service project, designed and carried out by participants. Youth identify a need in the community, plan a project that addresses the need, secure resources for the project, and carry the project out. Because they are involved in all aspects of the project, youth have a sense of ownership in its success.

The community project can enhance self-esteem, sense of competence, and planning skills, according to a recent study of a Virginia community-based program for juveniles (Buzzell 1994). Participants planned a rally and forum to heighten community awareness of victim issues. During the 15 weeks of participation in the program, students completed research on victim issues, interviewed adults in the community on victimization, and planned the rally, which included speakers on victims' rights, elected officials, and other youth. Staff observed that the youth appeared to be empowered after discovering that they had something of worth to give others. Students who had been labeled as anti-social by the juvenile justice system demonstrated pro-social behaviors. Such opportunities serve as a powerful mechanism for linking youth positively to the community.

# A VEHICLE FOR MEETING DIVERSE NEEDS

This chapter provides an overview of TCC, including its history, premises, goals, benefits, and achievements. The reasons the partners decided to undertake this effort are explained. The basics of TCC's path-breaking juvenile justice initiative—who, what, when, and where—are outlined.

## Overview of TCC

In May 1985, the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the National Crime Prevention Council (NCPC), and the National Institute for Citizen Education in the Law (NICEL) discussed ways to establish a school-based effort that would reduce teen victimization and delinquency. These discussions led to the development of Teens, Crime, and the Community (TCC), which draws on the partners' extensive experience both in crime prevention and law-related education. TCC started in 1985 in five urban school systems with modest federal funding. Since then, it has grown into a tested, reputable program of national scope—one that leverages state and local partnerships to make teens and communities safer and better.

TCC is based on two facts:

- Teens are disproportionately victims of crime—of all types of crimes and with a diversity of injury that equals or is more severe than that experienced by other age groups. Few know this, though many are aware that teens are disproportionately offenders.
- Teens can contribute substantially to making their schools and communities better through a wide range of activities such as cross-age teaching on topics like child safety and drug prevention; conflict resolution and mediation; youth forums; crime prevention clubs; and special observances.

*TCC is a most effective program with difficult youth. It has helped to open a new dialogue between troubled youth and local police.*

**Craig Levis and Corinda Creo-Kirsey, Teachers**

TCC's primary goals are dual—to reduce teen victimization by crime and to engage teens actively in crime prevention in their schools and communities.

The TCC framework includes two components:

- **A curriculum unit** taught in a variety of classes, such as law-related education, social studies, civics, or health. In com-

munity clubs, juvenile justice agencies, or other venues, the curriculum may be taught independently as a short-term crime prevention course. The text explores the nature of crime and its impact on the individual and community, the concept of crime prevention, techniques for preventing various kinds of crime especially relevant to youth, and an examination of the criminal and juvenile justice process. (Please refer to the TCC text's Table of Contents in **Appendix A.**)

- **Action projects** (e.g., mediation, peer counseling, student courts, victim assistance, prevention-oriented performances, graffiti removal, etc.) spring from the curriculum or related efforts. Young participants take responsibility for analyzing needs of a community or population, designing a project to address those needs, and carrying out the design.

A 1992 intensive evaluation of TCC in Iowa schools demonstrated that teens involved in this program are more likely than their counterparts to:

- know more about types of crime victimization and their risk of crime;
- understand ways to prevent crime against themselves and others;
- increase their belief in ethical rules and need for laws;
- demonstrate a greater sense of altruism and community bonding;
- reduce their own delinquency and their association with delinquent peers; and
- participate actively in classroom and community project activities.

The program promotes several of the core resilience factors as identified by youth development expert Suzanne Stutman: caring and altruism, self-esteem, optimism (that something can be done about a problem), and a locus of control amidst chaos.

Since 1985, the program has reached more than 400,000 youth in more than 500 schools across 40 states. With core funding from the Office of Juvenile Justice and Delinquency Prevention, TCC also triggered support from local foundations in Detroit (Kellogg), the District of Columbia (Meyer, Cafritz), Baltimore (Goldseker, Public Welfare), Philadelphia (Prudential), and San Francisco (San Francisco, Koret, Chevron, and Haas).

The program's achievements are impressive. To date, it has:

- spurred hundreds of student action projects that enriched both teen participants and the community, ranging from conflict resolution to school crime watch projects;
- developed a wide array of training materials;
- improved the feeling of safety and community in many schools;
- provided three editions of the *Teens, Crime, and the Community* text and teachers' guide; and
- spurred a number of complementary works, such as *Charting Success: A Workbook for Developing Crime Prevention and Other Community Service Projects*, and *We Can Work It Out: A Guide to Problem Solving and Mediation*, which teaches young people conflict management skills.

TCC is an effective strategy for reducing victimization, preventing delinquency, and involving youth in community crime prevention. In 1992, the program was recognized as one of the top programs supporting Goal Six of the National Education Goals (to create safe, disciplined, and drug-free schools); it was also highlighted as an effective program by the U.S. Centers for Disease Control and Prevention and the State of Colorado.

## Premises of TCC's Juvenile Justice Initiative

With the success of TCC in school settings, NCPC and NICEL sought to reach adjudicated youth who might benefit greatly from the program. Four basic TCC principles formed the core premise of its application in juvenile justice settings.

**TCC holds that a belief in the law can be instilled, even among habitual offenders.** This tenet is founded on the success of law-related education programs in schools and juvenile justice settings. Youth at risk are often surrounded by chaotic environments where chronic contact with substance abuse, gang activity, violence, and neglect may lead to confusion regarding right and wrong. TCC develops a moral code as it teaches youth about crime's impact on the victim and the community. It also offers youth a way to give something back to the community. According to staff at one site, the action projects serve as a form of community restitution by allowing youth to acknowledge their guilt and make amends. TCC promotes the value of a healthy community, functional interpersonal relationships, and self-reliance.

**TCC presumes that all youth have something to give, if afforded the opportunity.** Finding that they have something of value to

offer others is revelatory for those more accustomed to receiving services and taking from others. Action projects help participants learn to recognize their own strengths, community needs, and their capacity to address local problems. When they develop their own projects, youth have a stake in their success and a vested interest in the community they serve.

**Community involvement can help foster resiliency.** Too often, youth—particularly those at risk—feel disconnected from the rest of the community. They do not perceive that they are wanted and needed or that adults are interested in them. They are less likely to form close bonds with the mainstream. TCC builds community connections. Youth use their own talents and skills to help both individuals and the larger community. They learn in the classroom about local problems and how they can solve them. When experts in various fields aid in classroom instruction, they often demonstrate an interest in and respect for youths' perspectives.

**At the heart of TCC's juvenile justice initiative is the belief that adjudicated youth, perhaps more than anyone else, need the kind of opportunities the program offers.** Most juvenile care providers are well aware of the correlation: youth who victimize others are often victims as well.

**Tri-County Prevention, Inc.** *(TCP), an early education and prevention program for first-time offenders in northeastern Oklahoma, implemented TCC for youth on probation whose delinquent acts were considered relatively minor.*

Participants included white and Native American males and females ages 11 to 17. TCC at this site stressed the costs of crime and personal accountability. The teacher developed lesson plans using the parts of the text that stressed crime and the criminal, drunk driving, victims rights, shoplifting, vandalism, and substance abuse. Youth created an awareness program called "Stranger Danger" for pre-school children and presented it at a day care center, painted a mural at a neighborhood church, started a litter control project in conjunction with the local parks department and a Kiwanis Beautification program, and performed a skit on the consequences of shoplifting. TCC helped youth understand the nature of crime—many had not understood why their activities were chargeable offenses. It also helped youth deal with problems and showed them that they have some control over their futures. The program director felt that TCC brought youth together in a positive way. Further, TCC motivated some youth to make personal improvements—one youth was reported to take greater pains with appearance and hygiene because of his involvement in the program. Others also attested that TCC contributed to participants' sense of self-esteem.

# RELEVANCE AND REWARDS

TCC offers a holistic approach to preventing delinquency. It helps youth take responsibility for the crimes they have committed; it can help them come to terms with their own victimization. By engaging these youth in improving public safety, TCC also connects them to the community. This chapter shares the results of the initiative, centering on TCC's relevance to juvenile justice and its rewards.

## Brief Recap of the Initiative

Beginning in 1990, the national TCC partners embarked on a new mission—to employ the TCC model to help adjudicated youth take responsibility for their actions, feel empathy for victims, and develop links with the community. Key partners facilitated and supported the program—juvenile justice professionals, educators, and key local resource people, including community leaders from law enforcement, health care, social services, victims of crime, and other arenas. Together, they helped youth understand the full impact of crime on individuals, on the community, and on society. The overarching goal of the juvenile justice initiative was to help transform adjudicated youth into whole, healthy youngsters more closely connected to their communities.

Five juvenile justice entities took part in the initiative: Rappahannock (VA) Juvenile Center, a secure intake facility; Justice Resource Institute Evaluation Unit (Boston), an evaluation and assessment center for seriously delinquent juveniles; Virginia Beach Juvenile Court Service Unit, an agency responsible for intake, probation, aftercare and prevention services to delinquent and at-risk youth; Tri-County (OK) Prevention, an early education and prevention program for first-time offenders; and the Ventura Public Service and Fire Center, a facility of the California Youth Authority (CYA), where delinquent youth are trained to work as firefighters.

In each of these settings, TCC responded to the needs of youth, juvenile agencies, and the community. It proved effective with male and female youth, with youth ages 10 to 21, with first-time offenders and serious delinquents, with those in residential placements and those on probation, with status offenders and convicted felons. The program varied somewhat from site to site, due in large part to the nature of the agencies and the level of security required. TCC as a

*TCC's outcomes: Increased knowledge (legal literacy, practical information, concepts of democracy); improved skills (critical thinking, decision-making, problem-solving, communication, cognitive abilities); and a sense of responsibility, which enables young people to view the law as something not remote, impersonal, or connected only to punishment.*

**Kerry Richardson, Juvenile Justice Care Provider**

diversion program for first-time probationers was markedly different from TCC as a mandatory course for incarcerated youth.

Even in similar settings, no two programs were implemented in exactly the same manner; the characteristics of individual settings greatly influenced—as they should—how, when, where, and with whom TCC was launched, e.g., whether it was infused into existing curricula or taught independently; whether it met daily or three times weekly; whether all youth or only those with privileges participated.

## TCC's Relevance for Juvenile Offenders

Evaluations of the juvenile justice initiative demonstrated that TCC resonates so soundly with juveniles' experiences that they readily respond to its content and eagerly participate in their own education.[6] They learn to take responsibility for their criminal actions, to develop empathy for crime victims, to understand the costs of crime, and to take an active part in its prevention.

A 1991 evaluation was conducted to determine the extent to which TCC was implemented at the five demonstration sites. It examined start-up, key staff activities, and changes needed to make the TCC program and materials more applicable to these settings. TCC was found to be relevant in each of the settings. Virtually all staff said the program dealt with topics of immediate importance to the youth in their care. Because TCC involves open-ended discussions and a variety of instructional methods, it accommodates diverse learning styles, allowing even youth with learning problems to excel.

Adjudicated youth who have been victims find that TCC touches familiar concerns. All too often, the cycle of victimization is perpetuated by youth who have suffered abuse or neglect in their own homes, been victims of property crime, or fallen prey to street violence. By participating in TCC, youth may begin to come to terms with their own victimization and acquire skills that help them avoid dangerous situations in the future.

When asked if TCC was a good way to learn, the answer was almost unanimous—"yes." They felt it helped them learn how to deal with things they were facing on the street. They reported learning how to do good things instead of "raping, beating people, and selling drugs." One youth said that TCC made him wonder what would have happened to him if he had continued in the same lifestyle. He reported thinking, "Maybe I wouldn't be in here" if he had learned TCC's lessons prior to his placement.[7]

Education can instill a sense of hope that something can be and is being done about crime. This knowledge can prevent further victimization if youth develop solutions to crime and become invested in the community rather than seeking retribution. Youth in juvenile justice settings have a particular need for the information presented in a TCC program. In many cases, delinquents are unaware of crime's heavy costs to individuals and the community. Through TCC, resource people from the community, including victims, relate their personal or professional experience in dealing with crime. Perceptions of victims—including victims of crimes they themselves have committed—change as a result. Participants discover that no one is immune to crime, that even those whom they admire, respect, and love can be victimized, and that crime causes pain. Many action projects carried out in juvenile justice settings were designed to benefit crime victims—such as the wheelchair ramp built by serious repeat offenders for a young woman who had been permanently disabled in a drive-by shooting.

*Our youth are alienated because of a lack of parental and community support. Their actions are indicative of this lack of involvement. Changed behavior is a long-term process, and with consistency, we can effect change with the TCC model.*

**Abdul Bilar,**
**Youth Service Agency**

Many delinquents come from crime-torn communities where illicit and even violent acts occur regularly. TCC imparts the message that each crime committed hurts everyone in the community. They emerge with heightened regard for the law and new appreciation of reasons for law-abiding behavior.

According to Tim Buzzell of Drake University's Center for Law and Civic Education, who evaluated TCC in a community-based corrections program for adolescents, participation makes a significant difference in delinquents' understanding of crime:

> Using a technique called cognitive mapping, the evaluation demonstrated that after completion of the TCC program, participants exhibited greater understanding of law, including elements of empathy for crime victims and a linkage between law and behavior. The curriculum's emphasis on victimization and on the importance of understanding the consequences of behavior were significant messages understood by the students. Participants also showed greater appreciation for the processes of justice, the purpose of law, seeing crime as a behavioral outcome, and how crime affects victims.[5]

## TCC's Rewards

TCC is a vehicle for educating youth about crime and engaging them in its prevention through community service. A 1992 evaluation of TCC across a variety of school-based and juvenile justice settings found that

the program shifts student attitudes away from those associated with delinquency. This study also found that TCC:

- increases student knowledge of the risks and nature of victimization, ways to prevent crime, and ways to assist victims;
- has been enthusiastically received by students and teachers alike;
- is seen by administrators, teachers, and students as relevant to students' lives; and
- encourages high levels of class participation—students report that they participate more in TCC than they do in the large majority of their other classes."

*Our students have become more aware of the law and how they can be affected. They enjoy participating in the activities. Anything that will help today's youth think before they act will in turn help reduce juvenile crime.*

**Suzanne Krueger, Juvenile Justice Care Provider**

**Virginia Beach Juvenile Court Services Unit** *(VBJCS) is responsible for intake, probation, aftercare, and prevention services to delinquents and those at risk of delinquency in Virginia Beach, Virginia.*

TCC was taught as an aftercare program to youth on probation. This was the first time the facility had worked with probation youth in a group setting. Involvement in a community project was also new. The program emphasized understanding victimization and accountability for criminal behavior. Ranging from ages 13 to 17, all youth were identified as high-risk, some had been suspended from regular school and some had documented learning deficits. Several had emotional or behavioral problems which were difficult for staff to manage. Despite these challenges, youth succeeded in implementing a rigorous community project. Youth at this site planned and held a community fair for small children in a low-income, high-crime area; made a video on race relations; created a teen help card that listed places youth could go for help (distributed to local high schools); and conducted an anti-crime campaign in a local mall. Youth not only learned about crime, but also about making decisions, getting along with others, getting out of a fight, and even getting along with their parents. Projects gave them opportunities to experience success. TCC was reported to be a positive addition to the facility and its probation program. TCC supported activities staff had wanted to initiate with youth. Probation officers commented that the youth have been positively affected by the program. Staff reported that some youth talked more openly in counseling sessions because of their involvement. Several parents noted the positive impact it had on their children. Administrators saw TCC as a morale booster for staff. Several youth reportedly asked the staff whether they could continue involvement in the program after it ended, "if they were good and stayed out of trouble."

When applied in juvenile justice settings, TCC offers several bonuses. As young people gain a deeper understanding of the impact of crime, they begin to take responsibility for the actions that led them into trouble with the law. With increased understanding comes a new sense of empathy for crime victims, including their own. There are some indications that participation in TCC reduces recidivism; this may be attributed to the program's emphasis on positive, pro-social activities. Moreover, after participating in a TCC juvenile justice program, youth have the tools to make sound decisions.

TCC creates a link between youth and the community. Local resource people who help teach TCC's lessons often serve as role models and mentors. Youth who may have once been gang members learn to work with their peers to develop action projects that benefit others. Youths' sense of self-esteem rises when they recognize their own capacity to give something of value. Many youth envision themselves for the first time as stakeholders and contributing members of the community. This change in self-perception can help youth make a more productive transition back into mainstream community life.

*My last group did an excellent video which has received rave reviews.'*

**Diane Floyd,**
**Juvenile Justice**
**Care Provider**

Youth develop important decisionmaking skills in TCC. These skills help them deal with negative peer pressure to engage in illegal activity. Many youth say that as a result of participation in TCC, they are able to think before taking action—a crucial skill in environments where even minor conflicts can quickly escalate into violence.

## Institutional Rewards

TCC also rewards the host organization. It can boost morale among youth and staff. Staff have an effective tool for instruction that engages youth in their own education. Implementing TCC demonstrates to the community that the juvenile justice system is, indeed, helping young offenders learn to be accountable for their acts. The institution sends a clear message that it is working proactively to make the community a safer place.

# FOUNDATIONS

Local TCC teachers devote a great deal of time and energy to establish a sound foundation for the program. They work with local resource people and other supporters and seek training and technical assistance from the national level. They secure the commitment and resources needed to launch and sustain a program. This chapter shares lessons about key ingredients of an effective local TCC juvenile justice effort. It discusses the challenges encountered in the process of implementation along with strategies developed for meeting these challenges.

## Characteristics of Effective Programs

To derive maximum benefit, the program must include both education and action. The education component, grounded in the text, relies on various forms of instruction to accommodate different learning styles and skill levels of participants. It stresses interactive learning. Methods of instruction should include (but not necessarily be limited to) lecture, group discussion, role plays, mock trials, and special presentations by community resource people. Action projects by youth can be a form of interactive learning, too.

The action component is carried out in ways appropriate to the juvenile justice setting. TCC participants in maximum security facilities usually conduct projects on-site, rather than going out into the community. There are a number of ways in which incarcerated youth can serve others—in one maximum security setting, youth invited local middle school students to the detention center for a tour and a frank discussion about the consequences of getting into trouble; in another, participants produced a public service announcement that encouraged youth to talk to their parents about drugs. (Please see **Appendix B** for additional examples.) A key ingredient in TCC's effectiveness is youth participation.

## Critical Elements

The institution's willingness to commit to youth participation must be real and significant. Within a juvenile justice context, consider these questions:

- How can youth gain access to materials for learning?
- Should youth be consulted regarding the manner of program implementation?
- What kinds of projects would interest youth (and still meet the security needs of the site)?

The sooner youth are brought aboard, the greater their investment in the program. Involving youth in planning discussions and decisionmaking regarding the who, what, where, and how of implementation can lead to more active youth participation once the program gets underway. Enlisting youth support reinforces TCC's message—young people are responsible individuals who are capable of making good decisions and positive contributions.

Strong support from the administration helps ensure that youth are not just allowed but encouraged to take part in all aspects of TCC, including the action component. This is particularly important in secure settings. Administrators see to it that youth are provided ample

### Characteristics of Effective Programs

TCC advocates the use of the following elements to contribute to program success:

1. Clear learning goals and objectives and means of measuring attainment of them
2. Sufficient instruction time to convey the information
3. Use of a variety of edu[illegible]on strategies to teach students
4. Appropriate teaching methods for each strategy (for knowledge)
5. Positive peer interactions
6. Use of outside experts as resources
7. Youths' engagement with a youth-led project
8. Focus on crime and its prevention beyond attention to the criminal justice system
9. Application of concepts of prevention to students' real experience—both within themselves and in the community
10. Demonstration of prevention as possible and desirable
11. Emphasis on a sense of student competence to be responsible for community well-being
12. Training of teachers
13. Support from administration

time to complete action projects, that projects gain public recognition, and that the program has community support. If administrators recognize the value of TCC to youth, to staff, to the facility, and to the community, they are more likely to allocate resources—including staff time, funding, equipment, and space—to it. Administrator support is also necessary for teachers to get proper training in TCC. When administrators see TCC as a priority, they are more likely to integrate it into the life of the institution. Administrators at the California Youth Authority have embraced TCC so thoroughly that the program has been infused into a Victim Impact course offered at parole offices throughout the state.

The teacher plays a crucial role in TCC's success and must be wholly committed to its philosophy and content. As someone expected to devote substantial time, energy, and creativity to make sure program guidelines are followed, the TCC teacher should possess:

- a willingness to employ a variety of instructional methods (such as role plays, scavenger hunts, and small group discussion);
- a belief in the importance of youth participation in the program;
- an inventiveness to surpass obstacles that may range from modifying the curriculum to meet students' needs to helping them complete action projects (e.g., some teachers read materials aloud for students with low-level skills or deliver products that youth in secure care have made to benefit others);
- experience in working with groups of challenging youth; and
- staying power to carry out the demands of the program on a long-term basis.

Modest program-related costs include textbooks, teacher training, and expenses associated with action projects, field trips, and resource people. Action projects may require purchasing supplies or rental equipment (e.g., paint, brushes, and drop-cloths for a graffiti paint-out or a camcorder for an anti-violence video). Youth need to know that their efforts are recognized and appreciated; some money should be set aside for pizzas and sodas or some other form of encouragement and celebration. Field trips, which are optional activities that may be appropriate in less secure settings, may involve marginal costs—for transportation and admissions, among other things. Occasionally, community resource people request compensation for their services, so funds should be available for nominal speakers' fees. These funds can be raised in a variety of ways. Some groups have helped finance TCC with car washes, dunk tanks, and candy sales.

TCC in any setting requires adequate training and technical assistance. An evaluation completed in 1992 stated that support to teachers is essential: "Supporting networking, conferences, newsletters, and other ways of communicating . . . are particularly important in helping TCC remain within a setting when there is teacher turnover." TCC-sponsored conferences provide teachers with a range of models and help administrators anticipate issues. *Youth in Service*, the TCC newsletter, provides information, contacts, and resources that help and inspire.

*Actual victims can have a positive impact on the program . . . they have a very powerful influence on the students.*
**Robert C. Whitmore, D.Ed., Juvenile Justice Care Provider**

Teacher training introduces the curriculum; it gives a wider vision of the program and increases available learning strategies. The national TCC partners offer training services, as do a number of state law-related education agencies, school systems, and juvenile justice agencies. Additional training can help teachers develop interactive learning techniques and support empowerment of high-risk youth. For a more detailed discussion of training and technical assistance opportunities, please refer to the section "Resources for Getting Started."

## Overcoming Obstacles in Juvenile Justice Settings

A wide variety of juvenile justice agencies have successfully implemented TCC initiatives. But even under the best circumstances, launching any program in a juvenile justice setting is bound to be challenging, and TCC is not an exception.

When offenders begin to participate in TCC, they may hold the victim responsible for the crime because, in their view, they lacked vigilance or strength, e.g., "He was asking to get hurt," or "She deserved what she got." TCC can reverse this attitude by creating an understanding of consequences and empathy for the victim. TCC's text encourages participants to discuss the impact of crime on the individual. Learning about child abuse, for instance, helps students recognize that very young children are defenseless and undeserving of harm. Considering the emotional costs of crime to people they have known helps youth empathize with **all** victims.

Victims serve as resource people at many TCC sites—they tend to deliver eloquent messages that create empathy. Also, when youth learn that their friends and family members face the risk of victimization, they begin to grasp that no one is immune to crime. The text examines how, when a crime is committed, the community suffers, as well as the individual victim and his or her family.

A 1991 evaluation of TCC in juvenile justice settings noted other means by which participation in TCC increases understanding of others:

> Psychologically and emotionally, TCC helped to build empathy by helping youth appreciate what others might go through, and giving them an appreciation for the value of helping others. It also helped give them an appreciation for the fact that others, besides themselves, came from disadvantaged backgrounds. Further, because the youth could not personally deliver the gifts they had made for children as part of their action project, they had to imagine the process and the child's response. This process of imagining someone's reactions to doing something nice was also useful in building empathy.[1]

In settings where group norms can discourage participation, respect for authority, and receptiveness to new ideas, teaching TCC can be a challenge. This interactive program that features subject matter of immediate importance can motivate youth to change preconceived notions about what constitutes appropriate behavior. The transition, however, is not trouble-free. Many youth are unskilled in open, nonconfrontational styles of communication, so group discussions require adept facilitation. TCC provides opportunities for youth to develop communication and other social skills as they work individually and in teams during small group discussions or debates, project planning, and project implementation. In school settings, developing presentation and communication skills have helped problem students change their behavior patterns from negative to positive.

*My class of 28 students was able to successfully complete a course, and were interested throughout. This is particularly significant, since the class met seventh hour, had 22 boys and six girls, and 16 of the boys had learning disabilities. Most were rowdy, some had legal problems, and many had truancy problems (except for seventh hour!). And, because one of the boys chose to take his final exam in TCC instead of joy-riding and skipping school, he is alive and well instead of carrying physical and emotional scars from an accident that took the life of one of his friends that afternoon.*

**Janet Hunter, Teacher**

Educators of adjudicated youth face a high concentration of learning difficulties and failure in traditional academic settings among their students. Because TCC employs a variety of instructional methods, the program is highly accessible to groups with diverse learning styles, including those with low-level reading skills. Students with reading problems learn through group discussion, debates, mock trials, and presentations by resource people. Each chapter of the textbook appeals to all four learning styles described by Dr. Bernice McCarthy, which assert that some learn best through personal or general experience, others through concrete or abstract applications.

The opportunity to participate in prevention provides a strong incentive to learn about crime and its consequences. In completing action projects, TCC participants learn by doing, and can influence the curriculum so it better meets their needs. For example, young offenders whose action project involved working as volunteer firefighters requested and received classroom sessions on arson and its prevention.

The TCC teacher makes the final determination about which material is most appropriate for the audience. Experience strongly recommends that youth have access to all the information presented in TCC, although teachers may elect to emphasize certain topics and downplay others. TCC can help break down misconceptions. Participating in class discussions and working in teams to complete action projects creates opportunities to reexamine gender and ethnic stereotypes that can cause conflict and lead to victimization.

When subject matter is particularly relevant or sensitive for a given TCC group, (e.g., child abuse among an audience of known victims) the teacher can neutralize the subject by inviting an objective outsider to present the material or requesting that counseling staff be present during class discussions. A 1992 TCC evaluation noted that chapters on rape and incest were omitted on occasion when instructors perceived a risk of emotional distress among participants who may have

**Rappahannock Juvenile Center** *is a small detention center located in Fredericksburg, Virginia for youth who are awaiting court action.*

The center serves male and female youth ages 11 to 18. All were considered high-risk—some had been suspended or dropped out of school and some had severe learning problems. Youth came from all socioeconomic levels, and from urban, rural, and suburban areas. Outside resource people helped provide instruction, including a professional mediation trainer who provided a three-day training in conflict resolution. Other teaching techniques included mock trials, integration of state child abuse statutes and drug trafficking laws, and local crime statistics to localize the program. Topics stressed included violent crime, the juvenile justice system, and child abuse. On-site action projects were either completed during one session, or were open-ended so that incoming youth were able to participate when others were released. Projects included: a victim awareness night; plants potted and pots painted for distribution to residents of a senior citizens' home (selected youth were allowed to distribute the plants); a vegetable garden with proceeds donated to feed the homeless; and tee shirts designed with crime prevention messages. Staff reported that youth's awareness of important issues grew and that the program was fun for both youth and staff. The program was deemed a constructive activity for youth in this setting, as the subject matter addressed issues most relevant to them. When asked if TCC was a good way to learn, the unanimous answer from youth was "yes." They felt TCC helped them learn how to deal with things they were facing "on the street."

Rappahannock Juvenile Center also hosted TCC as a community-based diversion program in 1994.

been victims of these crimes. In one case, the TCC teacher of a diversion program for first-time adolescent offenders considered the students too immature to understand and process material on rape in a constructive way, and chose not to treat that subject.

A few teachers have requested help in locating outside experts. Inviting resource people from the community to share their experiences is an excellent strategy for humanizing lessons about crime. Teachers who are connected with local networks of individuals able to speak on crime-related subjects find little difficulty in satisfying this program requisite. If this is not the case, teachers can consult administrators who may know potential presenters. (Soliciting administrators' advice from time to time helps keep them invested in TCC!) In any given locality, many individuals are able and willing to present information on crime-related topics in compelling ways. Some programs rely on actual victims to offer first-hand accounts of crime's costs.

At first, TCC's action component may appear to be a problem to those in secure care settings because youth are unable to move freely in the community. Youth can complete action projects without leaving the institution's grounds. They can use their own creativity to design projects that others can deliver, or they can use technology, such as video, to spread a crime prevention message. Or, in some cases, the project beneficiaries may be able to come to the offender. TCC encourages adjudicated youth to do things that demonstrate personal sacrifice and an altruism toward society. In one maximum security facility, inmates gave of their own canteen money to raise a $10,000 donation for victims of crime. For other possible project ideas for secure care programs, please refer to **Appendix B**.

When local TCC administrators see the program's potential, they are usually eager to share the good news with the community. A few TCC teachers in juvenile justice programs reported difficulties in balancing an institution's desire for favorable publicity with the youths' own rights to confidentiality, particularly regarding action projects. Internal policies may protect the juvenile's privacy, or in some cases, the youth or his or her parents may prefer that any involvement with TCC or the juvenile justice system remain confidential. Compromise is usually the best solution—most journalists will omit or substitute names to protect their subjects' privacy. Also, photos need not be close-ups to portray an image of youth performing service. More often than not, institutions discover ways to promote their work while meeting participants' needs for discretion, e.g., by soliciting publicity and requiring that youths' names be omitted from any media reports.

# IS TCC RIGHT FOR YOUR SITUATION?

"Okay," you say, "TCC sounds like a terrific program. But how will it work in Peoria, (or Hot Springs, or San Bernardino)?" This chapter helps you assess the ground's fertility—are the resources available for launching and nurturing a local TCC initiative? Several variations are presented to illustrate the program's flexibility in different types of settings. As a reminder that a TCC facilitator is never alone, sources of help from national, state, and local entities are described. Finally, a word of encouragement is offered to the committed individuals who are willing to spearhead a TCC effort.

## A Flexible Model

The chart that follows describes ways in which the program might be implemented in three different types of settings. Based on a composite of the TCC juvenile justice sites, the chart is not intended to be prescriptive, but to offer ideas for implementation consistent with the needs and limitations of various settings.

## Program Essentials

Developing effective local programs requires careful planning and thoughtful implementation. Successful TCC juvenile justice programs all began with a plan to pilot TCC and make it a permanent part of programming.

The plans also contained strategies for securing the following basic elements:

- commitment to youth participation;
- strong administrative support;
- qualified staff;
- modest funding; and
- opportunities for training and technical assistance.

To what extent are these elements present in your organization? There may be a good deal of groundwork to be laid before TCC implementation can begin in earnest. Securing these elements is an ongoing task; all are necessary to sustain a program once it is operational.

## Resources for Getting Started

A wide variety of local resources can assist in implementing TCC. Local agencies and organizations frequently provide written material, potential speakers, and ideas for field trips. Good resources include the police department, agencies such as the Department of Children and Family Services, victims' rights advocates, state law-related education centers, school systems, rape crisis centers, social service agencies, and community organizations. Invite youth to help brainstorm potential sources of information on various topics.

There are also many potential national resources for the local TCC programs. The national TCC partners are key resources for your local program, not only for information on TCC but on related subjects such as crime prevention (NCPC) and law-related education (NICEL). The partners will provide referrals to other relevant national resources as needed.

### The National Crime Prevention Council (NCPC)

The National Crime Prevention Council is a private, nonprofit, tax-exempt organization whose mission is to enable people to prevent crime and build safer, more caring communities. In addition to TCC, NCPC accomplishes this through:

- Demonstration programs that create environments for research and learning such as: the Texas City Action Plan to Prevent Crime (T-CAP), Community Responses to Drug Abuse, and Youth as Resources (YAR). As a result of its success in these areas, NCPC was selected to provide training to supervisors in AmeriCorps, the national service initiative.
- Training and technical assistance provided to national, state, and local crime and violence prevention practitioners, municipalities, community organizations, youth groups, law enforcement, and others. Program participants spread their knowledge to others.
- Public education advertising in English and Spanish via TV, radio, and print (e.g., newspaper, transit, etc.) that challenges viewers to join McGruff the Crime Dog and act against violence, drugs, and other crime. An independent evaluation showed the ads' effectiveness in reaching those at greatest risk of victimization, that four of five Americans recalled the ads,

## Possible Applications of TCC in Three Types of Juvenile Justice Settings

| | Diversion | Secure Care | Aftercare |
|---|---|---|---|
| **Description** | Alternative to suspension or prosecution | Locked detention facility | Probation or parole post-placement |
| **Program Focus** | Foster understanding of law and rule-based behavior; development of positive social skills | Empathy for victims; consequences of criminal behavior | Transition to community; empathy for victims |
| **Locus** | Taught as part of community requirement at youth center | On-site instruction, infused into Language Arts or Civics class, discussed in counseling sessions | Taught as free-standing curriculum at detention center |
| **Participants** | First-time offenders, primarily young adolescents who have committed petty crimes | All residents—serious delinquents | Youth released from residential placements, referred by probation counselors |
| **Frequency and Duration** | Meets weekly for 12 90-minute sessions for classroom portion; meets for six half-days on Saturdays for action project | Meets three times weekly for one hour, with a total of 12 or more sessions taught on an ongoing basis; additional classes are held as needed for the completion of action projects | One 90-minute session meets weekly for 16 weeks, with 12 sessions devoted to the curriculum and four to the action component |
| **Topics Emphasized** | Shoplifting, substance abuse, vandalism and property crime | Violent crime, juvenile justice system, child abuse, victims of crime | Conflict mediation, drug trafficking, victims of crime |
| **Teaching Methods** | Field trips, resource people, team teaching, community interaction | Peer teaching, resource people, role-plays, small groups, videos | Peer interaction, resource people |
| **Challenges** | Attendance, transportation, informal setting | Completing action projects on-site; turnover among participants; limited resources | Maintaining confidentiality; transportation |
| **Adaptations** | Added section on crime in the local community | Made projects open-ended so incoming youth could participate, and so that projects could continue if others are released | Supplemented curriculum with "Street Law" program, added section on values |
| **Projects/ Examples** | Vigil for crime victims, public service announcements, anti-crime conference | Gang awareness posters for middle school students, mock talk show video, vegetable garden with produce donated to needy families, simulated court trial | Children's fair to teach prevention skills, anti-drug video, graffiti paint-out |
| **Benefits** | Greater understanding of crime's impact; positive connections formed with adults; enhanced social skills | Positive interaction between staff and youth; motivates youth to learn; increases awareness of crime, respect for law and empathy for victims | Helps parents see strengths of their children; shows community youth do positive work; increases participants' self-esteem; may reduce recidivism |

and that an astonishing one-third (almost 100 million people) took crime prevention action.

- Informational publications such as brochures, booklets, books, videos, monographs, posters, and reproducible kits.
- The Crime Prevention Coalition, which represents more than 122 organizations representing millions of Americans, and publishing the *Catalyst* newsletter.

### The National Institute for Citizen Education in the Law (NICEL)

NICEL has been a partner in the federally sponsored Teens, Crime, and the Community program since its inception in 1985. NICEL has taken the lead in curriculum development, co-led training, and developed violence reduction themes.

NICEL has developed highly regarded and widely used curricula for national distribution, in addition to TCC. *Street Law* is the most

**Ventura Public Service and Fire Center,** *located in Camarillo, California, is part of a larger institution known as the Ventura School, which is under the direction of the California Youth Authority (CYA).*

The institution for incarcerated youth provides a working environment and training in fire prevention and firefighting. TCC was incorporated into an existing victim awareness program with a focus on creating victim empathy, developing personal accountability, and promoting community service. The age range of youth was from 18 to 25, with an average age of 19. Participants included females and males of diverse ethnic backgrounds. The program drew on the experiences of crime victims, including a rape victim, a parent of a homicide victim, and a woman who was an abused child who later abused her own children. Videos on related subjects supplemented the text. Participants completed projects that included fundraisers for victim assistance programs, designing and building a wheelchair ramp for a disabled crime victim, and producing a video that stressed crime prevention. According to several youth, TCC was a good way to learn. It taught them that by helping others, they would be able to help themselves when they returned to the community. Action projects provided them with opportunities to give something back to the community. The curriculum was viewed very positively by all staff interviewed. Youth viewed the program as interesting and relevant to their lives. The teacher felt especially honored to be selected to teach the program. All staff involved expressed their determination to make the program work.

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At time of publication, TCC is used across the state of California as part of its mandatory Victim Awareness Program for all youth offenders.

widely used law-related education text in the country (a million copies have been sold). Within recent years, after NICEL staff finished *Great Trials in American History* and *Excel in Civics*, both very popular texts, they piloted drug-focused law-related education lessons in 21 states. They also took the lead in developing *We Can Work It Out!*, a mock mediation manual that complements the TCC text.

NICEL's contacts with states and their subdivisions are extensive. The agency's National Training and Dissemination Program, funded by the Justice Department, now reaches over 40 states.

Finally, NICEL has ventured into arenas which are pertinent to the special populations involved in TCC. It began law-related education in group homes for youth in the spring of 1988 and successfully sponsored law-related education for juvenile justice diversion programs around the country.

## Go For It!

Now that you know how TCC works in juvenile justice settings, you may be enthusiastic about bringing it to the youth involved with your agency. You have seen the rewards the program has brought to youth, staff, juvenile justice facilities, and communities across the country. You are aware of some of the challenges you're apt to encounter in the process of implementation, and you feel confident that sufficient support is available to help you meet them. Welcome to the TCC family. Be assured that, given the right combination of resources and dedication, the youth with whom you work will soon be building resiliency and becoming assets to the community through TCC.

For detailed step-by-step guidance to implementing TCC within your community, write to:

**National Crime Prevention Council**
1700 K Street, NW, Second Floor
Washington, DC 20006

or

**National Institute for Citizen Education in the Law**
711 G Street, SE
Washington, DC 20003

# APPENDIX A

## *Teens, Crime, and the Community*

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# APPENDIX B

## *Juvenile Justice Action Projects*

**Intensive Treatment Program**

Hold fundraisers for victims of crime

Sell arts and crafts

Invite ex-offender speakers

Take part in Victim Rights Week

**Juvenile**

Hold car washes, bake sales, plant sales

Visit shelters for the homeless

Become involved in Adopt-A-Grandparent programs

Prepare holiday dinners for the elderly or low-income families

Speak at schools

Hold student conferences

Put on puppet shows, plays, or skits

Organize a graffiti removal

Volunteer to work with people with disabilities

Participate in a highway clean-up

Sponsor a Head Start program

Tutor younger kids

Start a recycling project

Make wood toys or sell artwork during the holidays

**Short Term Parole Violator Program**

Organize field trips to the morgue hospital

Counsel small groups of youthful offenders

Work with community service groups

- Big Brothers/Big Sisters
- Group homes for people with disabilities
- MADD/SADD
- Special Olympics
- Substance Abuse Programs

**Remote**

Start a peer counseling program

Begin a graffiti abatement program

Run a anti-violence poster campaign

Have an anti-gang awareness week

Invite a panel of anti-crime or drug prevention speakers

**Parole**

Hold fundrasers—bake sales, car washes, recycle for profit

Speak to youth groups

Mow lawns for the elderly or homebound

Paint houses

Plant a community garden or start a community beautification project

Volunteer at women's shelters, food banks, homeless shelters, parks and recreation departments, after-school programs

Renovate a playground

Set up a warm line to help young students who are home alone after school

Hold a rally against drugs and violence

Take part in national events—Crime Prevention Month, National Youth Service Day, National Night Out, Victim Rights Week

**Camps**

Build and repair toys for children in shelters

Plant trees at nursing homes, schools, along highways

Paint and repair homes for the elderly

Clear a trail for the visually impaired

Pick up trash, pull weeds, clean up playgrounds

Donate sundries to nursing homes and shelters

Furnish puzzles and games to children in foster care

Buy or donate food for low-income families

Make stuffed animals for child abuse victims

# NOTES


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